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ABSTRACT

Based on a pilot project in ten Oregon high schools, this adopter's guide describes a training program designed to prepare high school students to be mentally and emotionally healthy parents. Three overall curriculum goals are identified: providing practice in clarification of personal values and responsible decision making, clarifying and strengthening self image through interaction with young children, and introducing realistic expectations of parenthood through dealing with concepts which promote physical and mental well being. Program teaching methods include the use of lectures, videotapes, values exercises, films and direct experience at schools or child care facilities in the community. The guide is divided into six sections: (1) deciding whether to adopt the model (assessing potential community support, resources and finance), (2) planning program operation (defining organizational and personal roles and responsibilities, and setting management objectives), (3) founding the program (securing field sites and maintaining community support), (4) implementing the program (orienting and training teaching staff and child care personnel), (5) operating the program (identifying curriculum goals and instructional guidelines), and (6) planning and conducting summative and formative evaluation. Appendices include a project overview, the program adoption budget summary, a sample budget for an on-campus child care center, the pre-parenting preservice format, a student skill checklist, an interim evaluation report, and a sample 18-week schedule of classes. (CM)

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Adopter's Guide

PRE-PARENTING TRAINING: ADOPTER'S GUIDE

This guide for developing a practicum-based program for 11th and 12th grade students is based on the pilot project-experience in 10 Oregon high schools from 1974 to 1978. The project was funded under Title III and Title IV of the Elementary and Secondary Education Act, administered by the Oregon State Department of Education.

PRE-PARENTING TRAINING DIRECTOR
Robin Hickox

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The child is more likely to do what you do, not what you say you do. We need to look carefully at our expectations. If we're not living them, the chances are that the child won't either.

R. Hickox

FORWARD

It is clear that Oregon educators are aware of the need for students to acquire knowledge and skills which will prepare them to find personal direction, to make sound decisions and to become responsible and capable family members. Rising national statistics in the areas of learning, emotional and behavioral problems as well as delinquency, teenage pregnancy and child abuse have had an impact on the traditional "academics only" approach to education. As American society continues to grapple with the confusing transition in the values and behaviors of the post-war generations, mental as well as physical health has become an arena which educators have been forced to consider. Oregon educators are concerned and responsive to this reality.

The new Graduation Requirements Guideline (Oregon Department of Education Pre-Publication Draft, Spring 1977) lists as one of ten projected competencies for graduation from high school, "Developing and Maintaining a Healthy Mind and Body."[1]

The 1976 Statement of Goals for Elementary and Secondary Education states that two of six roles in which students shall be prepared to function effectively include the following:

a) "'Individual:' To develop the skills necessary for achieving fulfillment as a self-directed person; to achieve the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes and the principles involved in making moral and ethical choices."

b) "'Family Member:' To learn of the rights and responsibilities of family members, and to

1. Elementary-Secondary Guide for Oregon Schools, Part 1, Minimum Standards for Public Schools, Oregon Department of Education, Salem, Oregon, pp. 6-7.

acquire the skills and knowledge to
strengthen and enjoy family life."

The guide you are about to read and the curriculum which follows under separate cover specifically addresses the competencies and guidelines mentioned above. In addition, Pre-Parenting Training is an attempt at a preventive approach to some of the problems of early childhood. By addressing the pre-parent, - the adolescent - before the fact of his or her parenthocd, it is contended that many of the earlier-named problems of childhood and adolescence may be avoided.

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INTRODUCTION

Philosophy and Focus

Most young adults are likely to become parents. Traditionally, it has been felt that parenting skills are either developed instinctually or are learned through casual observation of previous generations. However, the growing incidence of battered, delinquent, and behaviorally or emotionally disturbed children may stem from unprepared and ineffective parental behavior. Remedial programs have continued focus upon children once these problems emerge. Such stop-gap approaches cannot effectively deal with the source of the problem. Preventive strategies must be designed and utilized which focus upon the parent or pre-parent. This program represents one preventive alternative targeted at high school students.

Young adults, hopefully before they become parents, must be prepared for parenthood. For all practical purposes the secondary school presents the last large-scale opportunity for parenthood education. Thus, the Project has been designed to provide young adults with experiences which lead to a greater understanding of themselves and their personal development, realistic expectations of children and their development, and an integration of these values and skills for effective parenthood.

Although young children are the media for the curriculum, the curriculum itself is designed to focus on the individual adolescent. There are three primary goals:

1) To provide practice in clarification of personal values and effective and responsible decision-making as preparation for parenthood.

2) To clarify and strengthen self-image: young children provide an open and non-threatening media for the illumination and discussion of self-development.

3) To introduce realistic expectations of parenthood through dealing directly with

concepts which promote mental as well as physical well-being.

The curriculum deals with the above goals from a variety of perspectives (See unit titles). A number of methods including lecture, the use of video-tape, role-playing, simulation, values exercises, film and "hands on" experience utilizing community resources are employed. You may recognize bits and pieces of a variety of theories, authors and national programs. We have attempted to synthesize the best of those approaches, adapt them for adolescents and utilize them to illuminate our topic: the preparation of the mentally and emotionally healthy parent.

Contrast With Other Programs

The Pre-Parenting Training Program is unique in several aspects, chiefly:

1) Target Group: The course is not written for people who are parents or for adults. It is designed to deal with the kinds of problems young people need to deal with before they are parents in order to insure their success and stability in that role.

2) Methodology: We are a "learning by doing" class. In recognition of the fact that young people with poor reading skills are as likely to become parents as those with higher reading skills, this program utilizes a number of teaching techniques which will enable the lower achiever to participate in the coursework along with average and high-achievers. The use of the field-site component, the video-tape and the experiential exercises in the classroom make the class one where academic differences may temporarily be put aside.

3) Mechanics: The Pre-Parenting Training Program is simpler, less complicated, and less expensive than other programs we have reviewed (e.g., H.E.W.'s "Exploring Childhood"); there are no elaborate materials involved.

The Pre-Parenting Training Program is not meant to supplant existing courses in home economics or career education. Most high schools currently offer classes which deal with child development, nutrition and/or occupational skills for use in an entry-level position as a day-care aide. Rather, this program is meant to complement such training as is currently available. Unlike most child development classes, Pre-Parenting Training is designed to address the developmental needs of the pre-parent, the adolescent. Pre-Parenting Training is not a course designed around career preparation, marriage and the family, sex education, or child development, nor is it primarily targeted toward female students. It is a personal development, decision-making class for all adolescents.

1.

DECIDING WHETHER TO ADOPT THE MODEL

It is essential that both district philosophy and policy support the Pre-Parenting Training approach. Specifically, the school's philosophy must confirm the need for affective education and preventive approaches to problem resolution. School policies must enable off-campus, practicum instruction for students, the experiential, affective approach to teaching, as well as the potential for multi-disciplinary efforts.

Having ascertained district philosophical support, there are several components unique to Pre-Parenting Training which are essential to program content. The availability of the following should be looked at as an initial step in deciding the feasibility of adapting the program:

1) The accessibility of local pre-schools, kindergartens, day-care centers, infant care facilities and/or gradeschools.

*2) A bus or van available to transport students to local child-care sites. (School-owned or public transportation.)

3) Access to a district-owned video-tape on a regular basis. (Optional but recommended.)

*This may be avoided if the school decides to run its own child-care center on campus, or if sites can be found which are within walking distance of the school.

3.

In particular, an essential prerequisite in adopting Pre-Parenting Training - for any school or agency - is to review the community for cooperating practicum sites: day-care centers, child-care or parenting agencies and/or pre-schools or kindergartens or grade schools must be available as "living laboratories" for PPT students. In smaller communities, grade school classrooms utilizing grades 1-4 have served as practicum sites. The inavailability of any of these (e.g., in a small rural community) will necessitate the consideration of an on-(high school) campus pre-school, run by the PPT instructor and students to fill the practicum component. Since PPT is an action learning experience, the inavailability of any of these alternatives to a school renders such a district inappropriate for the adoption of the PPT program.

An average size day-care center (geared to 30-36) can absorb approximately 5 PPT students each (90 minute) shift, or a total of 10 students per term. For this reason at least two such facilities are generally necessary to run the program for a class of 20. The coordinating teacher needs to secure these sites as a first effort at least one month before registering students. Centers or schools will need to be interviewed, observed (re: staff philosophy and the integration of this with PPT philosophy) and given pre-service materials before students begin. This groundwork - covering scheduling, philosophy, course overview and an exchange of expectations - can "make or break" the practicum experience for PPT students.

Note: Most centers and schools have been extremely willing to participate in PPT. The extra "hands" with young children seem to more than compensate child-care staff for their supervision or practicum students and on-site training.

ASSESSING POTENTIAL SUPPORT

Because the success of the program will depend on the cooperation of school and community, it is important to find out whether such support would be forthcoming.

Basically there are two methods for obtaining this information:

1) Personal contact.
2) Circulation of survey letters.

Depending upon the audience, either of these or a combination of both might be employed. Personal contact, where feasible, is always the quickest, often the most effective method of assessing potential support. Where this is impossible, or impractical, written surveys may work very effectively.

Both personal contacts and survey letters should be prefaced by a brief explanation of the rationale, methodology and goals of the PPT Program (last year's introduction to the Project is appended for your adaptation to the purpose; see Appendix A). In addition to such a preface the following are suggestions for composing survey letters:

1) In letters to the <u>community</u> it may be wise to cite the amount of tax dollars budgeted for children with problems and to explain that PPT offers a potential <u>preventive</u> approach to these problems through the education of future parents.

2) <u>School board members, administrators, school personnel and students</u> are likely to be aware of the <u>rising statistics</u> concerning child abuse, unwed pregnancy, the number of single parent families and the increasing numbers of children the public school is losing to emotional and behavioral problems and delinquency. A paragraph citing some of these statistics may be a helpful tie-in for busy school personnel to the focus of the PPT Program.

Following the Preface, specific questions regarding potential support of the Program should generally cover:

1) Do you feel that students are now acquiring an adequate understanding of what it takes to raise an emotionally and mentally healthy child?

2) Do you support the concept of off-campus learning experiences as a valuable enrichment to classroom study?

5.

3) Do you feel that a Pre-Parenting Program of the kind just described would be a useful way for students to gain a more realistic understanding of the responsibilities of parenthood?

4) If such a program were designed, would you support its implementation and actively participate in it?

The assessment and securing of support through these strategies is directed toward two important ends:

1) To provide community, school and day-care personnel with an awareness of the goals, rationale and philosophy of the PPT program and how such a program may be of assistance to these personnel.

2) To assess and enlist the support of these individuals as advocates of the Program in both advisory and operational roles.

IDENTIFYING RESOURCES

As mentioned earlier, the availability of young children in a group setting, and district support of the Pre-Parenting Training concepts are key elements for beginning a program. However, a number of additional resources must be available before a program can be put together. These include:

Qualified Personnel: A teacher (or team of teachers) with some background or interest in affective learning and potential commitment to facilitating a new model including working with community resources will "make or break" the class. This person must enjoy children, model some degree of warmth and openness and possess good communication skills. It is best if this teacher(s) also has some background experience in the area of mental or emotional health.

The PPT Program may consist simply of one teacher who can work as little as half-days at the Program. Since the Program may be credited through either Health or Social Studies, adopters will have to arrive at their salary determinations based on district scales. The coordinating teacher may be a teacher currently employed as a teacher or counselor in the building.

This coordinating teacher will spend three mornings per week in the classroom, and two mornings per week rotating to view students at work at the field-sites. A work-study student from a local college or high school class in communication can generally be employed to video-tape each student twice per term at the practicum. If such a student is unavailable, the teacher herself may video-tape students.

If public transportation and/or an on-site or walking distance field-site cannot be secured, a driver may have to be employed. This may be the only significant cost factor to adopting districts if a presently employed coordinating teacher is used. Again, salary determination will have to made by district scale for classified personnel. It may he helpful to know that the driver's yearly salary during the developmental years of PPT ranged from $2,660 to $2,780.

Scheduling: It is strongly recommended that two (45 minute) class periods be allotted for PPT. Qualitative interactions with young children in a practicum setting often do not take place in a half hour - the maximum amount of time remaining after students have allowed for travel between the high school and the practicum setting. Open, trusting communication between students and practicum children is much more likely to take place when enough time is allotted for people to establish rapport and contact. Schools and day-care centers are much more amenable to the program when enough time is given to allow genuine relationships to form with children, and when students can be of assistance for at least an hour. Lesson plans are therefore written for 90-minute blocks. PPT is generally scheduled in the mornings when day-care centers are serving as practicum sites, to allow for the fact that young children generally nap in the afternoon. If a school or another facility is used, this issue is entirely flexible. Typical scheduling is from 9-10:30 or from 10:30-12 noon.

Many high schools, however, do not have two-period blocks of time available. PPT was "validated" in one such setting, with very positive outcomes. However, when PPT is offered only 1 period per day, it is necessary for the course to be a year-long (36 week) curriculum. Adaptation of lesson plans to half-time is fairly simple mechanically, and is left to the individual teacher(s) to alter.

A sample 18 week class schedule may be found in Appendix I.

Pre-Parenting Training may be credited through Social Studies, Health, Home Economics or Citizenship (elective). We see this flexibility as an advantage in that teachers might choose to team-teach the class utilizing teachers from different but compatible backgrounds. Classes are always more exciting when teachers are learning too! An obvious advantage to students is the flexibility of potential crediting.

Physical Space: Existing classroom space is generally sufficient to handle PPT classes. The PPT classroom is ideally a cozy one, utilizing casual furniture arranged in circular fashion, and large enough for students to do role-playing and simulations in small groups. Students should be encouraged to decorate if possible to make the room feel as if it were "theirs." In addition to the classroom (which will be used three days a week), it is convenient for the teacher to arrange a "drop-in" spot at the day-care centers, where she may see students for conferencing.

Space, Equipment and Furniture: Given adequate field-site resources reasonably close to the campus (within 8-10 miles), no unusual space, equipment or furniture are necessary to operate the PPT Program. If, however, there are no such facilities available and the program is strongly needed, an on-campus child-care facility may be built. This was not part of the model program; community resources were used and existing school facilities provided adequate space and furniture so that this did not enter into budget deliberations. If the inclusion of a campus-based child-care center is contemplated, a sample budget is appended for your perusal. (See Appendix C.)

Furniture and Equipment: Access to a portable video-tape camera (district-owned tape may be used), video-tape monitor, telephone, and ditto machine are recommended. The use of the video-tape is an optional program component but greatly enhances student outcomes. PPT has been pilot-tested both with and without this feature.

A district-owned van or bus may be necessary for transporting students unless public transportation or an on-campus child-care center is available.

Instructional Media: PPT is a self-contained curriculum. Each unit contains explicit lesson plans, student exercises, reproducible copies of student "handouts," a resource section (listing books and films available on the unit topic) and

all theoretical background materials necessary to teach the unit. In addition to the curriculum, several filmstrips are used to enhance various units. The cost of the total package is listed in Appendix B.

Technical Information and Assistance: Information on the form and content of the PPT Program will be provided to adopters in the form of a) this guide and b) the Teacher's Guide accompanying the curriculum.

A pre-service and in-service package will be made available to adopters through the Project office. The pre-service will take place 2-4 weeks before the beginning of the term, providing information relevant to setting up field-sites and the general groundwork necessary to implement the program. An overview of processes used and a simulation of PPT classroom technique will be presented.

In-service training for instructors will be provided in three sessions throughout the term. These sessions will focus on T.A. as a teaching technique for several units and on self-image psychology. An additional in-service package for adopters to employ with field-site personnel is part of the instructional package.

Transportation: As mentioned earlier, this cost will vary depending upon available resources. If students can walk, use their own cars or ride public busses, the cost to the district will be much lower. The district should project one of the following plans:

- -the cost of public bus passes;
- -the cost of using a district-owned vehicle, including insurance and driver;
- -reimbursement to students for private-car usage at a minimum of 5¢ a mile (car pools will also minimize this expenditure).

Finances: The cost of the Pre-Parenting Training Program will vary from district to district depending upon available resources. The basic costs are listed in Appendix B.

DEFINING ROLES AND RESPONSIBILITIES

Because the Pre-Parenting Program involves the coordination of school and child-care schedules, facilities and operational styles, it is imperative that the project identify the roles and responsibilities of each of the participants:

1) The high school and
2) the school or child-care center.

An organizational chart is displayed on page 12.

The High School

Most of the responsibilities which an adopting school assumes will lie with the PPT coordinating teacher. (See Coordinating Teacher Roles and Responsibilities.)

The following functions are to be assumed by the sponsoring school:

1) Provide instruction, supervision, placement, evaluation and accreditation for Pre-Parenting Training.

2) Provide classroom space and access to equipment, as mentioned under "resources" above.

3) Provide transportation to and from the child-care (field-site) facility (as necessary).

4) Provide and maintain video-tape equipment for usage by school personnel at the field-site. (Optional)

The Child-Care Center

The responsibilities of each participating school or child-care center should be clearly delineated in a verbal or written contract between the PPT instructor (high school) and the grade school or child-care administrator. Most of the following responsibilities will be accomplished or delegated by the child-care center administrator:

1) Provide an on-site training with young children; schedule students (specific times, duties, places and supervisors should be delineated).

2) Monitor and supervise students while students are fulfilling the practicum requirements of PPT; model appropriate child-care skills in the child-care setting.

3) Communicate any difficulties to PPT instructor via the network the instructor has set up (meetings, phone calls, written reports, etc.); communicate and negotiate staff philosophy.

4) Complete evaluation checklists (pre- and post-) at times provided by instructor. (Optional)

5) Participate in pre-servicing and in-servicing meetings as scheduled with PPT instructor/ coordinator.

6) Keep PPT instructor informed of child-care calendar including special closures, field-trips, etc.

PERSONNEL ROLES AND RESPONSIBILITIES

The Coordinating Teacher

The coordinating teacher should:

1) Teach all PPT classes at the high school three mornings per week in accordance with the PPT curriculum.

2) Observe, interview, select and oversee schools or child-care centers as field-sites for students two mornings per week.

3) Coordinate the placement of students in field-site settings.

4) Assist day-care personnel in student supervision on a rotating, "drop-in" basis.

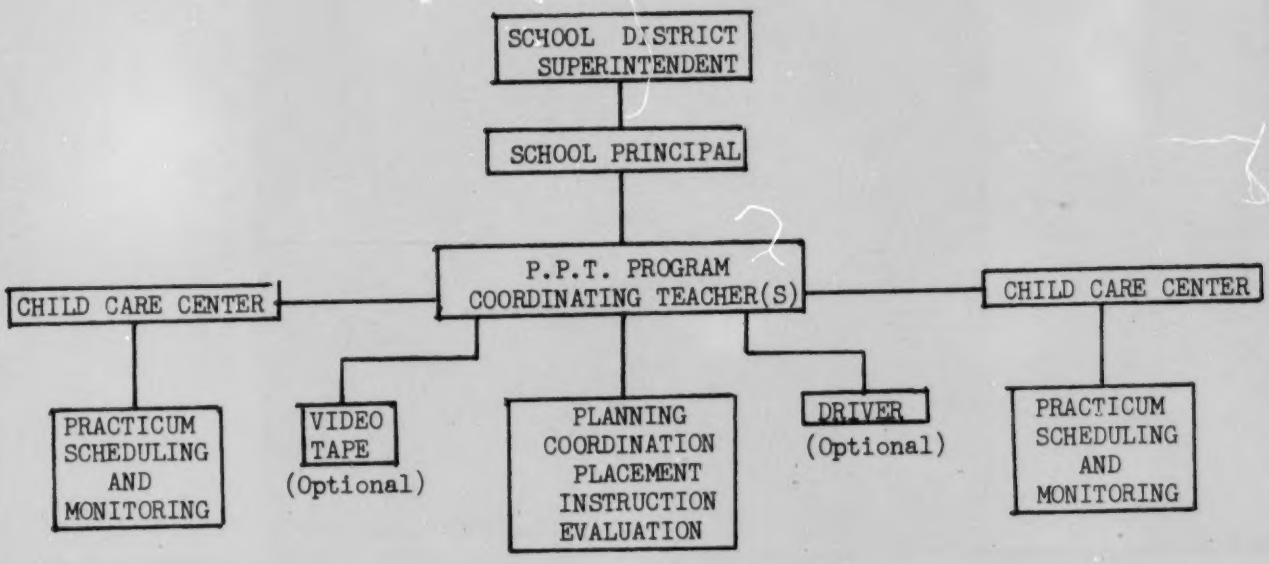
5) Negotiate and maintain a close communication network regarding student progress and problems with child-care personnel.

6) Furnish field-site and school personnel with PPT student materials and exercises to keep them informed of current instructional activities.

7) Develop orientation materials for student manuals and orientation observations in cooperation with field-site personnel.

8) Prepare a schedule and video-tape each student twice per term, or supervise and schedule a work-study student for video-taping students. (Optional)

PRE-PARENTING TRAINING
ORGANIZATIONAL STRUCTURE



9) Be available to discuss areas of concern with school or child-care personnel and/or with students.

10) Conference with each student twice per term regarding personal objectives.

11) Attend pre-service and in-service sessions as provided by PPT office.

12) Schedule field-site personnel to attend all PPT inservicing.

13) Coordinate transportation of students to and from field-sites.

14) Keep program records.

15) Pre- and post-test all students.

The PPT staff may consist of only one teacher/coordinator who may work as little as half-days at the program. Inter-departmental teams of teachers are recommended for large groups of students. Depending upon community and school resources, the following two positions may be included:

The Driver: (optional)

This is an optional staff position. If off-campus field-sites are used and if public transportation is not feasible, a driver may be employed (half-time only) to transport students two days per week to the child-care facilities.

The driver should:

1) Transport students to and from field-sites as arranged by the coordinating teacher two mornings per week.

2) Report attendance to coordinating teacher daily.

13.

The Video-Tapist: (optional)

This is another optional position. In the developing model for PPT, a work-study (community college) student in communications was used to video-tape students at work with children at their field-sites two mornings per week.

The video-tapist should:

1) Prepare a schedule together with the coordinating teacher for video-taping each student at least twice per term; post schedule for student awareness at field-sites.

2) Video-tape each student at least twice per term; each student should be taped for at least 10 minutes in interaction with young children at the field-site.

3) Work closely with the coordinating teacher to understand the goals of the taping sessions; report and turn in tapes to the coordinating teacher for use in conferencing students regarding personal objectives.

4) Maintain and transport video-tape equipment to be checked in and out from district or project office as arranged with coordinating teacher.

MANAGEMENT OBJECTIVES

Management objectives and tasks to achieve them are outlined in the pages immediately following for the coordinating teacher. The months beside them indicate a general timeline for their completion.

COORDINATING TEACHER
PROCESS OBJECTIVES AND TASKS
FOR A 10 MONTH PERIOD

MONTHS	OBJECTIVES	TASKS
August	1. Secure child-care or grade school facilities as placement sites for students.	1.1 Telephone or write agencies and/or schools to explain the program and to solicit their participation.
		1.2 Visit and observe potential sites; interview administrator and staff as to philosophy, expectations and mechanics.
		1.3 Select agencies or schools which will best model PPT philosophy; contract with as many agencies as necessary to afford placement sites for anticipated students.
		1.4 Clearly outline and negotiate respective responsibilities, expectations.
		1.5 Begin to collect and assemble orientation materials for student manuals.
		1.6 Arrange time with placement site administrator to pre-service staff re. PPT goals and expectations.
		1.7 Ask administrator to arrange student field-site schedules.
	2. Attend pre-service session as scheduled with PPT office.	2.1 Complete pre-service needs assessment and mastery.
		2.2 Participate in one day's activities to preface the PPT course.

MONTHS	OBJECTIVES	TASKS
August	3. Work with building principal and/or district administration to plan for PPT mechanics.	3.1 Meet with school administrator(s) and with them plan the following: 3.1.1 Class scheduling 3.1.2 Field-site coordination 3.1.3 Student credit 3.1.4 Student transportation 3.1.5 Intent and function of the program 3.1.6 An opportunity for administrators to better understand the course by attending and participating in in-servicing and/or student classes.
August	4. Arrange transportation of students between school and field sites.	4.1 Check out all resources available to school including: -Public transportation -On-campus child-care facility -School transportation -Driving personnel available -Insurance 4.2 Select a method of transporting students

MONTHS	OBJECTIVES	TASKS
August		4.3 Make all budget and insurance arrangements for chosen method with high school principal or district office.
		4.4 Interview and hire driver if neeessary.
		4.5 Finalize scheduling of transportation to mesh with school and placement site scheduling.
August or early September	5. Get pre-registration course description to students (if PPT is not previously listed in student forecast scheduling).	5.1 Write an announcement for students explaining the course and procedure for registration.
		5.2 Ditto copies of above for distribution to students at registration.
		5.3 Circulate announcements to students.
August/early September	6. Create orientation materials for students; assemble student manuals.	6.1 Assemble relevant materials from placement sites for use in orienting students.
		6.2 Run off (stencil or ditto) student manuals including materials obtained from placement settings (above).
		6.3 Revise and/or write and run off each of the following for distribution to students.

MONTHS	OBJECTIVES	TASKS
August/early September		6.3.1 Letter of course rationale for students' parents.*
		6.3.2 TB Tine Test forms (sometimes necessary to work in child-care facilities).*
		6.3.3 Orientation observations #1-5.
		6.3.4 Grading forms.*
		6.3.5 Student contracts.*
		6.3.6 Orientation exercises (see orientation unit, curriculum guide).
September	7. Pre-service child-care (placement site) staff. Note: This may be accomplished by having practicum personnel attend initial preservicing session given by Project office for coordinating teachers.	7.1 Meet with all available center staff (in one group) to preview the following:
		7.1.1 Expectations of program.
		7.1.2 Expectations of child-care staff.
		7.1.3 A communication network for handling problems, attendance, etc.
		7.1.4 PPT processes and goals.
		7.1.5 An overview of PPT class work to time of next in-servicing.

*Optional procedure

MONTHS	OBJECTIVES	TASKS
September		7.1.6 A sampling of PPT experiential exercises.
		7.1.7 Finalizing schedules and transportation arrangements.
		7.1.8 Video-taping arrangements.
		7.1.9 Dates for future in-servicing.
September-November	8. Orient students to the PPT program; teach PPT curriculum for first 9 weeks.	8.1 Begin "Orientation Unit" (see Curriculum); distribute orientation materials as indicated.
		8.2 Tour students through placement sites.
		8.3 Arrange placement of each student in field site.
		8.4 Arrange and post schedules for all students at field sites.
		8.5 Continue curriculum as indicated in Curriculum.
		8.6 Arrange video-taping and conferencing schedules; post for students.
		8.7 Pre test all students.
September/January January/June	9. Monitor students at work in field sites.	9.1 "Drop in" to each placement site every other week.
		9.2 Be available for child care personnel

MONTHS	OBJECTIVES	TASKS
September/January January/June		and students to discuss problems when necessary during practicum hours.
		9.3 When possible, be available to work with students at field site to assist child care staff in modeling appropriate skills with children.
September/January January/June	10. Supervise each student regarding individual objectives in working with children.	10.1 Oversee video-taping or personally video-tape each student twice per term.
		10.2 Schedule a conference twice per term to discuss video-tape and progress on individual objectives; post-conference schedule.
	11. Participate in first in-servicing as provided by PPT staff.	11.1 Complete (pre) in-service questionnaire.
		11.2 Attend session as scheduled by Project office.
		11.3 Communicate feedback to Project office re. in-service as needed.
November	12. Schedule first in-servicing with all field site (child care) staff. Note: Again, this may be accomplished by having field-site personnel attend the in-service session made available to PPT teacher(s) through Project office.	12.1 Arrange date, time and place with all field site administrators.
		12.2 Arrange for completion or (pre) in-service questionnaire.
		12.3 In-service all staff as indicated in in-servicing package.

MONTHS	OBJECTIVES	TASKS
November		12.4 Administer (post) questionnaire.
November; March	13. Rotate field-site placements if necessary and/or available.*	13.1 Post new schedules for incoming students.
		13.2 Introduce students to new field sites.
		13.3 Administer second set of orientation observations to students as indicated in teacher's guide.
November/January	14. Teach PPT curriculum for second nine weeks.	14.1 Begin second half of curriculum.
		14.2 Continue curriculum as indicated in curriculum lesson plans.
January or February	15. Attend second and third in-service sessions; arrange for field-site personnel to attend these sessions or arrange a second in-service se session explicitly for field-site personnel.	15.1 (See #12)

*Optional procedure

SECURING FIELD-SITE PARTICIPATION COMMITMENTS

For teachers interested in presenting the Pre-Parenting Training Program to administrators for adoption in the district, it is advisable to secure letters from potential field-site administrators indicating their support and willingness to take part in the program. (See "Assessing Potential Support," page 4.) Such letters of intent should be appended to the written plan for the PPT Program in order that superintendents can rest assured of agency and community support. Since no additional budgeting may be necessary (if a teacher presently employed is available to coordinate the program and transportation is available), community and field-site support may be a major factor in the acceptance of the program by the superintendent and the school board.

SELECTING FIELD-SITES

As mentioned above, recruiting child-care agencies or schools as field placements for students will occur in the very beginning and will have a great influence on the ensuing program activities. Therefore, some advice on procedures for selecting agencies or schools as placement sites is in order. These are the recommended steps:

1) Start at the Top. By letter or telephone contact the administrator of the day-care centers, schools or agencies closest to the high school, briefly describing the program. Make an appointment to visit the school or facility, meet the administrator and observe the center in action. (Note: This generally means mornings. Many child-care centers have an active morning program, are quiet from 1-3 for nap-time.)

2) Visit and Observe. Spend at least an hour "feeling," watching and talking if possible with child-care staff. Be observant for a school or center which models mentally and emotionally (as well as physically!) healthy handling of children. Adult models who are open, communicative, obviously enjoy their job, are warm with children and who exhibit a sense of humor are likely to be the best candidates for working with teenagers.

3) Review the PPT Program with the Field-Site Administrator. Be prepared. Take as much written information regarding your plans for the program as you have available. (A video-tape is a great tool for better previewing.) Adopt a positive attitude. Field-sites should always be picked with a careful eye to the following:

a) Staff philosophy which integrates well with PPT focus (non-violent, positive, emphasis on self-image, etc.).

b) Staff flexibility and humor: some people who work well with children can hate teenagers! Field-site staff have to be willing to "tolerate" and hopefully to enjoy what skills adolescents can offer in their setting.

c) Willingness on the part of the field-site personnel to participate in exchange for some free help with children and valuable in-service training for their staff.

4) Review of Agreement. Review the cooperative agreement (contract) together, discussing expectations and responsibilities. (A copy of the agreement may be found in Appendix D.) Be sure to discuss scheduling and transportation at this time. Sign or reject the contract.

A NOTE ON MAINTAINING COMMUNITY SUPPORT

Even once the program is underway, it is important to the program's ongoing success to continue to solicit acceptance and support of potential participants and of the larger surrounding community.

To develop and maintain support, adopters will need to find out which people and groups in the community have demonstrated an interest in the kind of educational needs the PPT Program is designed to meet. Adopters should seek them out, show or send them an overview of the program (as mentioned in Section II) and ask for their advice and assistance. Adopters should obtain letters of support from any informed and interested parties particularly including school boards, teachers, administrators and public service agencies (e.g., Children's Services Division) or organizations (e.g., Citizens for Children). A list of potential groups in the local area is appended. (See Appendix D.)

It is also strongly suggested that adopters take every opportunity to speak about the program in front of interested groups (e.g., at school department meetings or professional conventions) and to utilize media coverage to acquaint the community with the innovation of the program in the school.

Samples of pre-registration letters to students and of orientation letters to parents will be included in the Teacher's Guide (See Orientation Unit). Any elaboration or follow-up on these communications including a parent meeting or tea, a student-organized "open house" etc., is also encouraged to build and maintain student, school and community support.

During the developing years of the Program, resistance to PPT came almost entirely from instances of poor communication and inadequate information. PPT can sell itself easily if people have the facts and a bit of face to face exposure. For this reason we strongly encourage on-site visitation of the PPT Program in action. A good tour accomplishes wonders. One teacher, for example, had some reservations about our lack of coursework dealing specifically with nutrition. Touring her through the program in action, illustrating that PPT was a complementary and not a competitive course offering to the traditional, child maintenance approach seemed to ease skepticism.

IV.
IMPLEMENTING
THE
PROGRAM

STAFFING THE PROGRAM

As mentioned earlier, one coordinating teacher can implement PPT singelandedly. This person may be a counselor or a teacher who is presently employed in the Social Studies or Health department. During the developmental years of the project, a team-teaching approach was used. This method is highly recommended, particularly when more than one department is represented so that an inter-disciplinary approach is afforded PPT students. If a team-teaching model is accepted, there is an added advantage to students when a male and a female instructor cooperate in presenting the curriculum. An additional advantage is the availability of a teacher in each group when classes are divided for group work.

The coordinating teacher may be any secondary teacher motivated to teach the PPT curriculum. It is strongly urged that this teacher also have the following qualifications:

-A background or interest in counseling, psychology, child development, communication, action-learning, values clarification and/or affective learning.

-An energetic, positive personality.

-A sense of humor.

-An open, unthreatened style of communicating.

-An interest in young children as well as adolescents; some ability to work and be comfortable with young children.

-Flexibility!

-Good organizational skills.

The responsibilities of this position may be found on page 11. These may be vested with a single coordinating teacher or may be divided for a team-teaching model.

It should be noted that teachers vary widely in their exposure to the various affective teaching methods and theories applied in PPT. For this reason, among others, pre- and in-servicing are provided. The program has generally been comfortable for teachers, regardless of background, but training prepares teachers with current theory in such areas as P.E.T. and T.A. and therefore enhances the experience for both teachers and students.

Observation and selection of field-sites is the first task for the coordinating teacher. Then the teacher(s) should confer immediately with the building principal and administrators regarding available transportation to the field sites. Once they are secured, access by foot or by public transportation should be determined. If neither of these alternatives is feasible, district resources for transportation will need to be explored. A driver may need to be hired at this time. The responsibilities of this position are outlined on page 13.

As soon as possible when student schedules have been prepared with day-care personnel, a video-taping schedule should be determined. The necessity and feasibility of using a work-study student as a video-tapist will have to be determined by the individual adopter. It is the experience of the PPT Project staff that community college communications departments find the program an excellent placement for their practicum students. Another option is to use a high school student enrolled in a communications or media course. This is a voluntary position; no salary is involved. If a video-tapist is used, it will important that the tapist have a good idea of PPT objectives, be given student materials and pre-post test forms, in order to ascertain the kinds of interactions to be taped between students and children. The coordinating teacher should initially work closely with this person to demonstrate preferred video content.

ORIENTING AND TRAINING HIGH SCHOOL STAFF

The coordinating teacher(s) and optional staff members (driver, video-tapist) as well as interested administrators should be thoroughly oriented as to PPT procedures and methods at least three weeks before the class is to begin. One full working day should be

set aside for this purpose. Pre-service and in-service training will be made available to all PPT teachers through the PPT office beginning with a session in late August.

The pre-service is an essential prerequisite to teaching PPT in that there are several scheduling, mechanical and theoretical components unique to this program which teachers will need to be familiar with in order to assure smooth operation of the program once students are registered. The developers of the program feel the curriculum hinges on two basic factors:

1) The teacher's enthusiasm, comfort and belief in the program.

2) Organization (of scheduling, field sites, transportation, etc).

The overall purpose of the pre-service workshop then is to give teachers this information so that teachers' support and clarity can be maximized. The pre-service is designed to cover the following:

-The teacher as group facilitator.
-Role-playing for classroom use.
-Trust building in the classroom.
-Values clarification theory and exercises.
-The mechanics of PPT including:

  -Selecting and maintaining communication with field sites.
  -Scheduling
  -Transportation
  -Pre-post assessment procedures
  -Preparation of student orientation materials
  -The use of the video-tape

-Questions re. the upcoming term with PPT: An exchange involving PPT staff, validating teachers and field site personnel.

A copy of the developmental PPT pre-service format may be found on page 56 in Appendix F.

During the semester, three in-service days will be scheduled which will continue to cover theoretical background for the teachers, questions on operational procedures, and on the Teacher's Guide and curriculum.

SELECTING STUDENTS

PPT is designed for all high school juniors and seniors, male and female. It is in fact hoped that this course or one like it will become mandatory for high school graduation. The course is therefore open to as many students as can be accomodated by the classroom teacher and by available field-site placements. It is anticipated that students will register for this class at the time of regular registration.

If the course has not been previously scheduled or "forecasted" in a student scheduling announcement, prior to registration all junior and senior students should be given a course announcement explaining the rationale and components of the course. Pre-registration announcements are important! Methods of reaching students can include:

- -going through school counselors
- -an article in the school paper
- -a bulletin (mimeographed) for each student registering in the department through which the course is creditable.

The only criterion for PPT students is that they be high school juniors or seniors and that they are responsible enough to handle an off-campus experience. It is suggested that an attempt be made to balance the number of male and female participants in the course.*

ORIENTING CHILD-CARE PERSONNEL

The orientation of child-care staff is covered by a preservice scheduled before the term begins. Often, only the administrator or head teacher is free to attend, in which case the responsibility for orienting field-site personnel becomes that of the attending administrator. The coordinating teacher may choose to run a special preservice session for field-site personnel arranged specifically to their schedule. Materials used in the preservice session given by the Project office may be used as background information for presentation.

* For schools dealing entirely with emotionally, behaviorally or learning-disabled students and/or for those students who have chronic attendance problems, an on-campus child-care center for a field-site is strongly urged. Such students will require closer monitoring during the practicum and may have problems with the responsibility of an off-campus situation. If an on-campus site is impossible, then it is further suggested that the coordinating teacher take a much stronger role in a) selection of child-care centers and b) orientation of child-care staff re. possible problems and ways of dealing with these and c) close monitoring of all students, including clearly understood attendance and check-in procedures. A very close communication network must exist between the PPT coordinating teacher and the child-care staff when the program involves emotional or behavioral problem-prone students. It should be noted also that the PPT program was developed for both an average cross-section of student and for a population of emotionally and/or behaviorally disturbed girls attendant at Wynne Watts school. We feel that the PPT curriculum adapts well to this group, but that monitoring of such students by the coordinating teacher - particularly at the field-sites - needs to be much closer.

  As stated in the "student contract," PPT may be "tried on" by students for two weeks. If during this period of time a student exhibits the need to "test" teachers and child-care supervisors, the student should be dropped from the program. Field-sites are obviously not prepared for this kind of supervision.

SAMPLE WEEKLY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class ** 9-10:30 or 10:30-12	Practicum * Students to Field sites 9-10:30 or 10:30-12	Class ** 9-10:30 or 10:30-12	Practicum: * Students to Field sites 9-10:30 Or 10:30-12	Class ** 9-10:30 or 10:30-12

* Conferences including video-tape review may be scheduled at these times, allotting 20-30 minutes per student.

** Rap sessions and field trips may be scheduled during these times as needed.

Structured information utilizing lecture, group discussion, films and guest speakers is presented on each unit. It is recommended that each student be video-taped working with young children at least twice per term; conferences may then be scheduled to review current objectives via video-tape playback.

The course is designed to run for 18 weeks (one semester), 90 minutes (two class periods) per day. If a two period block of time cannot be scheduled, PPT may be adapted by the teacher to a one period per day format. In this case, the course becomes a year long offering in most settings. An 18-week class schedule is located in Appendix I.

For a complete look at PPT, we refer you to the Curriculum itself. Each of the twelve units is self-contained. Beginning with a list of goals for the unit, complete lesson plans are outlined, including specific time allotments for each activity. Following the lesson plans are five appendices which contain all theoretical background-reading the teacher needs to teach the unit, all experiential exercises referred to in lesson plans, reproducible copies of all student handouts, alternative experiential exercises for use in implementing lesson plans, and a list of films and books pertinent to the unit topic.

INSTRUCTIONAL GUIDELINES*

Scheduling

Scheduling is one of the most critical elements in a course of study offering off-campus learning experiences. Much time must first be spent on planning alone. At least one month before student registration, the coordinating teacher must be making the following arrangements:

1) Arranging a two-period block of time for PPT within the school and/or departmental schedules or beginning to adapt the first PPT units to a single period.

2) Coordinating students' class schedules with child-care center schedules.

3) Arranging transportation scheduling so that high school and field-site schedules will mesh.

4) Preparing a pre-registration course announcement and description for students, including time commitments.

5) Pre-servicing of child-care staff. (Optional.)

*Information in this section will be discussed in more detail in the "Teacher's Guide."

Particularly if PPT has not been offered before, it is further suggested that teachers be in close touch with school counselors regarding the scheduling and course description of PPT before registration. Counselors individually or in a group should be briefed as to the content and mechanics of the course in order to assist in the scheduling of students.

Grading

Grading for the PPT course may be handled in the same manner as any other departmental offering and is left to the policy of the adopting school. The schools in the pilot project used a letter grade system for evaluation of student performance.

During the developmental years of the program, grades were based primarily upon the following:

1) Participation and attendance

2) Application of classroom work to the practicum setting

3) Progress toward personal goals

4) Course assignments

Credit

The amount of credit awarded for participation in the PPT Program should correspond to the amount of time invested in instructional work. In the validating schools, credit has been awarded in Health, Home Economics and/or Social Studies.

SPECIAL CONSIDERATIONS

For the School Principal

Because the principal is ultimately responsible for the intern program at the school level, and because the PPT teacher needs the support of the school principal to do an effective job, there are some special matters which should be considered by the principal. Some of these are alluded to or covered elsewhere, but they bear repetition here:

1) Once the PPT coordinating teacher has been decided upon, the school principal should give this teacher adequate work time (i.e., release time from part of a full, regular schedule) to carry out field-site coordination responsibilities.

2) The principal should support the coordinating teacher's efforts to orient other teachers to the PPT Program. It is important that the entire staff understands the PPT teacher's mobility in scheduling (which will include off-campus mornings as often as two days a week), the use of the video-tape, and the focus of the PPT curriculum as an experiential approach.

Staff understanding and support of the PPT focus can make or break a program within the school. Particularly important to remember in orienting building teachers are the potential misconceptions:

-PPT focusses on the individual pre-parent, not on parents or primarily on younger children. Though young children are the media for the curriculum, the focus is on the adolescent, his needs, values, goals and decisions in preparation for the role of parent.

-PPT is made to complement not to compete with Home Economics department offerings in child-care, etc. A sample lesson plan or a visit to the class often clarifies what PPT is and is not.

-PPT is not just for girls, slow learners or pregnant teens. It is a course in communication and life decision-making as well as skills with children. It is designed for all high school juniors and seniors.

For the Coordinating Teacher

The PPT class - like most classes - will be as dynamic, energetic and positive. . . as the teacher in charge. In the affective class, the attitude of the teacher wields even more impact on student outcomes than in the case of purely academic curricula. Also, some students are so programmed to be passive observers in a classroom that they will at first resist the affective components of the

seminar. It is important therefore that the teacher has a humorous, positive, "I know - but let's do it anyway!" attitude, modeling acceptance, understanding of the students' viewpoints but also some "We're all in it togetherness." Next to teacher support, as a factor, structure and organization are perhaps most important. The PPT lesson plans are very concretely laid out. But PPT teachers must come with a variety of possible options for each class, and be able to discern when, where and how to apply different approaches where appropriate. This will be discussed in further detail in the introduction to the curriculum.

The following are further suggestions to keep in mind:

1) Always participate fully, plunge in and do whatever exercise the class is doing. Passive teachers will find passive students. Trust and open communication are contagious!

2) Do your best to keep related high school and child-care staff informed of what the class is doing. Establish a bulletin board at each building, if possible, on which you may post copies of current student handout materials, unit theory, or exercises. Or leave copies of the above in loose form in teachers' rooms, lounges, library. Short reports during high school staff meetings, inclusion of other building teachers in in-servicing, and distribution of PPT materials to building counselors are also suggested for keeping the school posted on current PPT activities.

3) Invite anyone who wants to come and visit. If they visit a class, the rule is that everyone participates (there's no better way to discover PPT than by doing it!). Or visitors (with child-care staff permission) may be asked to observe students at their field-sites. This is the very best way to break through uncertainties of what the program is about. Acceptance of new programs - as always - will be won, not granted.

PLANNING AND CONDUCTING EVALUATION

SUMMATIVE EVALUATION

The only evaluation efforts adopting districts will concern themselves with is the Student Checklist of Skills, a copy of which is appended (Appendix G). This test is administered at the beginning and at the end of the entire PPT course. Students rate themselves on one sheet and are rated by the PPT instructor(s) on another. This process is generally good feedback for a pre/post conference session. The use of the video-tape is also recommended for pre/post feedback for students to "objectify" observations of skills.

The Checklist describes the skills and behavioral indicators of program mastery on the basis of actual student performance. The total entry and exit ratings are compared to determine the point gains for each student. The original project expected at least 80% of the one-term participants to gain 10 points, and 80% of the two-term participants to gain 30 points.

Although these outcome indicators provide information about the achievement of individual students, they have been designed primarily to assess program effectiveness. Student evaluation normally is based upon the following additional information:

1) Participation and attendance
2) Application of classroom work to practicum setting
3) Progress toward personal goals
4) Course assignments

During the developmental and validating years of PPT, an additional pre/post instrument was used: The Tennessee Self Concept Scale, an objective, self-report of self esteem available from Counselor Recordings and Tests. The total entry and exit scores for each student were compared to determine if gains of one or more points took place. Developmental sites found a 70-80% increase in post test scores for

participating students. The TSC is not a mandatory part of the curriculum and is not included in the adoption package. If desired, however, it may be used along with the Checklist for student evaluation. The instrument (Counseling Form) may be ordered from:

Counselor Recordings and Tests
Box 6184 - Acklen Station
Nashville, Tennessee 37212
(615) 292-5201

FORMATIVE EVALUATION

Four years have been devoted to the development of the PPT procedures and materials. This does not mean, however, that the PPT program cannot be improved by further refinement of curriculum or by modification to meet local needs or circumstances. Thus, the purpose of the formative evaluation is to determine both the degree to which planned processes have been implemented and the need for further revision to the PPT model. The process objectives described in Section II should be used as a starting point in assuring that all steps have been accounted for in the PPT process. Input should be solicited periodically from students, child-care staff and others involved in order to identify:

1) Procedures and materials which work well
2) Difficulties or problems encountered
3) Alternative strategies for resolving these needs

The degree to which such evaluation activities are formalized is dependent primarily upon the policies and philosophy of the district, as well as your perceived need for program evaluation.

The suggested evaluation activities have been designed for use by and for the adopting districts. The intent is to serve local information needs targeted at program improvement. As such, it is hoped that these suggestions will provide you with strategies for assessing the continued success of the PPT program.

During the developmental and validation years of PPT, the Program was evaluated by Northwest Regional Educational Laboratories. Copies of yearly evaluation reports may be obtained at cost by contacting Mr. Steve Nelson, NWREL, 710 S.W. Second Avenue, Portland, 97204. A copy of our most recent evaluation report (Interim Report for 1977-78) may be found in Appendix H.

APPENDIX A

PRE-PARENTING TRAINING
An ESEA Title IV Program

A. Introduction

Most young adults are likely to become parents. Traditionally, it has been felt that parenting skills are either developed instinctively or are learned through casual observation of previous generations. However, the growing incidence of battered, delinquent, and behaviorally or emotionally disturbed children may stem from unprepared and ineffective parental behavior. Remedial programs have continued to focus upon children once these problems emerge. Such stop-gap approaches cannot effectively deal with the source of the problem. Preventive strategies must be designed and utilized which focus upon the parent or pre-parent. This program represents one preventive alternative.

Young adults, hopefully before they become parents, must be prepared for parenthood. For all practical purposes the secondary school presents the last large-scale opportunity for parenthood education. Thus, the Project proposes to provide young adults with experiences which lead to a greater understanding of themselves and their personal development, realistic expectations of children and their development, and in integration of these values and skills for effective parenthood.

B. Rationale

Since our country's inception, the nuclear family has been the norm. For our ancestors, extended family living once distributed parenting tasks not just between mother and father, but also among grandmother, grandfather, aunts, uncles, cousins, etc. American parenting has always imparted heavy responsibility on two parents, most often isolated from the support of the extended unit.

Now, post-war generations of Americans are seeing a further fragmentation of the nuclear family. The single-parent family is becoming increasingly common. A rising divorce rate and a growing

number of women entering the labor force have meant that children today are frequently raised either by one parent or by a surrogate parent (babysitting, day-care center, etc.). Therefore, parenting - a role once distributed among a large family group or at least between a man and a woman - is becoming potentially the responsibility of each individual.

A factor parallelling the fragmentation of the family unit is the illusiveness of stable values in an era of rapid change. Decision-making criteria which "worked" for one generation seem to have little relevance - and, therefore, acceptance - to the next. Secularism and materialism are on the rise. Strong institutions which have buttressed the family in imparting spiritual and social values are groping for a footing in the lives of young people.

"Who am I?", "Where do I fit?", "Where am I going?" are questions adolescents painfully ask. When answers were dictated by economics, by family and social institutions, they came more easily. But without a framework for sorting out such answers, many young people are indecisive, and without direction.

> "Persons can survive a major conflict provided the supporting framework of life is stable, but not when that framework is lost. One cannot exert leverage except from a fixed point. Putting one's shoulder to the wheel presupposes a patch of solid ground to stand on. Many persons these days find no firm footing; and if everything is open to question, no question could be answered."[1]

Self-destructiveness (drugs, fast cars, etc.), negative attention-getting (vandalism, crime), and emotional disorders are increasing. "Give me something I can believe in," seems an unstated plea. Nuclear and single parents struggling to "make it" are more often then not without answers here. Even where going to college, getting ajob, getting married, having babies, etc., may provide a temporary, stop-gap "direction," such steps which are made simply by putting one foot in front of another, instead of by an integrated, pre-thought,

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1. Allen Wheelis, The Quest for Identity. New York: Norton, 1958, page 191.

individually owned decision, are most likely to fall apart. How often do we see spouses and children cast off while an individual continues his own quest to "find himself"?

The future of the pre-parent and his offspring seems deeply rooted in the individual pre-parent's ability to make life decisions and to find, for himself, a sense of direction, possibly of life meaning. It's hard to be a stable, consistent, valuing parent if one has no sense of personal identity, value and direction.

At this point, the schools cannot commit themselves to teaching a particular life-philosophy or set of values. They can, however, within some general value constructs (i.e., the dignity of man, respect for self and others, consideration for the group, importance of young life, etc.) provide the controlled experiences and practice in life decision-making and the clarification of personal values.

C. Project Focus

Although young children are the media for the curriculum, the curriculum itself is designed to focus on the individual adolescent. These are three primary goals:

1) To provide practice in clarification of personal values and effective and responsible decision-making as preparation for parenthood.

2) To clarify and strengthen self-image: the children provide an open and non-threatening media for the illumination and discussion of self-development.

3) To introduce realistic expectations of parenthood through dealing directly with children and with concepts which promote mental as well as physical well-being.

While attempting to include some of the best cognitive and affective perspectives from other

national and local programs in parenting education, PPT is written around a core emphasis on personal value clarification and decision making skills.

D. Curriculum Description

Students spend a majority of their time learning by doing. Three days a week, students work in a center with preschool children, ages six weeks through five years. Each student has a posted work schedule and is relied upon by center staff to work into the team. Three times a week, students attend classes for two class periods. Classes are primarily affective, utilizing role-playing, simulation, fantasy and values-clarification methods. Structured information utilizing lecture, group discussion, films and guest speakers is also presented on each unit. Each student is video-taped twice monthly; conferences are scheduled with students every other week to review current objectives via video-tape playback. The program does not attempt to duplicate home economics curricula in nutrition, finance or baby and child care. Field trips to other programs are important and provide contact with a variety of children and approaches to early childhood education. Units are modular and non-sequential so that they may be taught as they become relevant to the group's experience and needs in the practicum setting. Unit topics are as follows:

1) -Orientation
2) -Play
3) -Discipline
4) -Needs
5) -Feelings
6) -Self Concept
7) -Acceptance
8) -Self Disclosure
9) -Constructive Communication
10) -Values Clarification
11) -Constructive Changes

Pre-Parenting Training is an easy program to adopt. A presently-employed counselor or teacher in Social Studies, Health, or Home Economics may teach the program. The curriculum is self-contained, inclusive of all theory and exercizes, and is available for the cost of materials. Transportation to and from pre- and in-service meetings and

substitute pay will in most cases be negotiable cost factors between Title IV and each individual school for the fiscal year 1978-79. Access to a district-owned video-tape, and to kindergartens, grade schools or child-care centers within transporting distance as field-sites for students are otherwise the only requirements of the district.

Parenting is becoming a popular issue. Books and conferences are born weekly addressing themselves to this area of rising interest. But programs - especially preventive programs involving young people before the fact of their parenthood - are few. One of growing acclaim is Exploring Childhood, a program being disseminated nationally by HEW. Exploring Childhood remains a helpful resource for materials for our program. Perhaps for this reason we have more in common with Exploring Childhood than with many other parenting curriculums. But PPT is simpler, less extravagent, less complicated and less reliant upon expensive materials than is Exploring Childhood. Our focus is less extensively on child development and more thoroughly on the development of the individual pre-parent. As far as we know, we are unique in this attempt.

Realizing the limitations of written descriptions, we hope this will serve only as a starting point. We invite your questions and visits. If you are interested in knowing or seeing more, please feel free to call or write.

APPENDIX B ADOPTION BUDGET SUMMARY

IN-SERVICE TRAINING:

*District Staff Mileage	
(1 pre-service and 3 in-service meetings)	
4 trips @ _____ mi. @ 15¢ per mile	.....variable
(Pre- and in-service sites will be clustered; 1 site central to 3 or 4 other adopting schools will be chosen.)	
Project Consultant Honorarium	
4 days @ $100 per day	$ 400.00
4 trips @ _____ mi. @ 15¢ per mile	.....variable
Teacher Stipend (pre-service)	
1 day for _____ teacher(s) @ $50 per day	.....variable
*Substitute Pay (in-service)	
4 days for _____ teacher(s) @ $_____ per day	.....variable
(Substitute pay varies according to district.)	

FOLLOW-UP CONSULTANT SERVICES:

Consultant Honorarium	
1 day @ $100 per day	100.00
1 trip @ ____ mi. @ 15¢ per mile	.....variable
Teacher Material	
1 copy of Adopter's Guide @ $2.00	2.00
PPT Curriculum Units 1-12	15.00
Teacher background reading	25.00
*Filmstrips	250.00 (approximate)

STUDENT MATERIALS:

All student copies included in Curriculum above	0.00

OTHER:

Fixed charges (Substitute pay only)	
$ Total sub. pay x _____%	.....variable
(% varies according to district.)	
Indirect Administrative Costs	
$ Budget total x _____%	.....variable
(% varies according to district.)	

*Negotiable cost factors. For schools adopting PPT in FY 78-9 all other costs listed here will be paid by Title IV.

APPENDIX C.

ON-CAMPUS CHILD CARE CENTER

SAMPLE BUDGET* FOR FIRST YEAR OPERATIONAL COST

(Capacity: 25 children age 6 weeks to 30 months.)

Refurbishing mobile home to meet Oregon day care licensing requirements. (The mobile unit was considered the least expensive essential structure.	$ 25,000.00
Fenced play area	1,000.00
Outdoor equipment	300.00
Bedding	500.00
Infant seats (5)	50.00
Diaper pails (20)	100.00
Rocking chairs (2)	100.00
Hot plates	100.00
Strollers (3) doubles	240.00
Walkers (4)	100.00
Playpens (2)	70.00
Cleaners	500.00
Rugs	200.00
Indoor play equipment	500.00
Pampers - extra case	50.00
Laundry: commercial service	500.00
Food - Furnished by U.S.D.A. through high school	0
Kitchen supplies - Furnished by high school home economics kitchens	0
Janitorial service - Furnished by high school	0

*Adapted from the C.E.G. Infant Training Center budget, prepared by Jane Steele, Director 1976-77, Portland, Oregon.

It is advised that zoning may be a factor. Also, state day care regulations will need to be consulted on all health facilities.

This is an approximated budget.

For further information it is recommended that you contact:

Ms. Kathleen Phillips
Director, Teen Mother Day Care Program
YWCA
768 State Street
Salem, Oregon 97310
(503) 581-9922

APPENDIX D.

LIST OF POTENTIAL SUPPORTIVE ORGANIZATIONS

1) METROPOLITAN YOUTH COMMISSION - Paul 248-4005
1220 S.W. Fifth Avenue Room 409
Portland, Oregon 97204

2) NACSAP/OACSAP (National and Oregon Association Concerned With School Age Parents)

3) GOVERNORS COMMISSION ON YOUTH 1-378-4185
555 13th Street N.E.
Salem, Oregon 97310

4) CITIZENS FOR CHILDREN 222-2420
718 W. Burnside Street Room 208
P.O. Box 8924
Portland, Oregon 97208

5) NAEYC/OAEYC (National and Oregon Association for the Education of Young Children)

6) PARENTS ANONYMOUS 238-8818
716 S.E. 11th Avenue
Portland, Oregon 97214

7) AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY COUNSELORS

8) OREGON PERSONNEL AND GUIDANCE ASSOCIATION

9) CHILD CARE COORDINATING COUNCIL 238-4320
1110 S.E. Alder Street
Portland, Oregon 97214

10) METROPOLITAN FAMILY SERVICE 228-7238
2281 N.W. Everett Street
Portland, Oregon 97210

11) BEAVERTON FAMILY COUNSELING CENTER — 643-8593
12195 S.W. Canyon Road
Beaverton, Oregon 97005

12) ADOLESCENT FAMILY COUNSELING — 228-7613
635 N.W. 18th Avenue
Portland, Oregon 97209

13) BOYS AND GIRLS AID SOCIETY — 222-9661
2301 N.W. Glisan Street
Portland, Oregon 97210

14) INTENSIVE FAMILY INTERVENTION PROGRAM — 232-1911
3355 S.E. Powell Boulevard
Portland, Oregon 97202

15) MULTNOMAH COUNTY COMMUNITY ACTION AGENCY — 777-4761
4420 S.E. 64th Avenue
Portland, Oregon 97206

16) PARENT CHILD SERVICES* — 233-6267
424 N.E. 22nd Avenue
Portland, Oregon 97232

17) SOLO CENTER (MENTAL HEALTH ASSOCIATION OF OREGON) — 287-0642
1832 N.E. Broadway
Portland, Oregon 97232

18) CHILD DEVELOPMENT DIVISION - HEAD START — 288-6921
(PORTLAND METROPOLITAN STEERING COMMISSION)
607 N.E. Alberta
Portland, Oregon 97211

19) SCHOOL-AGE PARENTS PROGRAM (NORTHEAST YWCA) — 288-5173
126 N.E. Alberta
Portland, Oregon 97211

20) CATHOLIC SERVICES FOR CHILDREN — 228-6531
317 S.W. Alder Street
Portland, Oregon 97204

21) KERR CENTER FOR CHILDREN* — 233-5247
2307 N.E. Flanders
Portland, Oregon 97232

22) CONTINUING EDUCATION FOR GIRLS* — 288-5361
220 N.E. Beech Street
Portland, Oregon 97212

23) FAMILY CENTER — 232-6562
200 S.E. Seventh Avenue
Portland, Oregon 97214

24) MULTNOMAH COUNTY SATELLITE PRE-NATAL CLINIC

Southeast — 248-5090
Gresham — 667-0555
(Multnomah County Department of Medical Services)
12240 N.E. Glisan
Portland, Oregon 97232

25) WHITE SHIELD HOME* — 226-4053
2640 N.W. Alexandra
Portland, Oregon 97210

26) WAVERLY CHILDREN'S HOME — 234-7532
3550 S.E. Woodward
Portland, Oregon 97202

27) WYNNE WATTS SCHOOL* — 255-5862
930 N.E. 162nd
Portland, Oregon 97230

28) NATIONAL ORGANIZATION FOR WOMEN - NOW
P.O. Box 843
Portland, Oregon 97207

29) TEEN MOTHER PROGRAM* — 1-581-9922
YWCA
768 State Street
Salem, Oregon 97310

30) MENTAL HEALTH ASSOCIATION IN OREGON — 228-6571
718 West Burnside Room 301
Portland, Oregon 97209

31) ASSOCIATION FOR EXPERIENTIAL EDUCATION
Box 4625
Denver, Colorado 80204

*Indicates development or validation site

APPENDIX E.

Pre-Parenting Training
930 N.E. 162nd
Portland, Oregon 97230

COOPERATIVE AGREEMENT

The Pre-Parenting Coordinating Teacher and/or the high school will:

-Provide students in-training to assist the child-care staff in working with young children two mornings per week.

-Monitor students at the field site on a "drop in" (rotating) basis; provide any needed student discipline or counsel as recommended by child-care staff.

-Set up and maintain a communication network with child-care staff for the purpose of negotiating problems and of monitoring student progress.

-Offer one pre-service training and two in-service training sessions for the child-care staff regarding PPT philosophy, methodology and theory.

-Communicate the school calendar to the center staff so that arrangements can be made for school vacations and holidays.

Signed:_____
Date:_____

The Grade School or Child-Care Staff will:

-Provide high school students with a representative sampling of regular staff work with young children (students will not be expected to primarily do "pick up" or maintainance work).

-Work the students into the regular staff schedule; post individual assignments.

-Supervise students daily in their interactions with young children, particularly by modeling appropriate methods of discipline, play management, etc.

-Maintain communication with the PPT coordinating teacher regarding student progress and problems.

-Attend pre and in-service training sessions as mutually scheduled.

-Allow each student to be video-taped in the center twice per term in interaction with children. (Optional)

-Communicate any field trips or days of closure to the PPT teacher ahead of practicum time.

Signed:_____
Date:_____

APPENDIX F.

PRE-PARENTING PRE-SERVICE FORMAT

MORNING

9-9:30 Informal Conversation

9:30-9:45 "Name Circle:" A get acquainted exercise.

9:45-10:05 "Diads:" Group is divided into pairs; each participant has ten minutes to highlight his life story to his partner.

10:05-11:00 Group sharing of autobiographies: Partners introduce each other to the rest of the group in terms of what they can recall of each other's ten minute autobiography.

11:00-11:30 Recap of mornings activities:

1) Trainer explains that the group has just participated in the first orientation activities for students, experiential exercises designed to build group rapport.

2) Showing of Pre-Parenting Training introductory video-tape.

3) Discussion of "Needs Assessment" questionnaire received earlier and information we will cover during the rest of the day.

4) Brief overview of Simon's Theory on values clarification exercises in the classroom.

11:30-12:00 "White Cadillac/Black Volkswagon:" An introductory values clarification exercise.

LUNCH -

AFTERNOON

1-2:30 Role-playing* (See Handouts following)

*If all or most attending teachers are already familiar with role-playing technique in the classroom, this time will be used to deal with areas of concern to individual teachers.

2:30-3	Break - Beverage
3:00-4	Overview of Pre-Parenting mechanics including: -Pre-registration activities -Preparation of student manuals -Scheduling -Transportation -Student observations -Books, films, filmstrips to be used -Video-tape usage -Orienting child care staff and maintaining ongoing communication network -Upcoming in-servicing
4-4:30	Discussion: An opportunity for a question/answer session between child care staff and Pre-Parenting coordinating teachers.
4:30-5	Administration of "Mastery" test (see following) self scoring and discussion of above.

SUGGESTIONS FOR THE TEACHER
(As leader of role-playing)

1) Setting a Climate For Role-Playing

The "climate" is the key to realistic role-playing. The teacher must demonstrate through his own behavior that he knows that many problems are not easy to solve; that often we behave impulsively and get into difficulties; that there is not necessarily one "right" solution. He guides the group to think of "what will happen" rather than "what should happen." We want the should aspect to emerge from the group's growing insight as they role-play the situation.

The teacher works for open-ended exploration.

2) Selecting Role-Players

After a "warm-up" to a situation or problem, role-players must be chosen. During the warm-up, the teacher may ask such questions as "What is _____ like?" "What is our situation (or problem)?" "How does _____ feel?" or "What will happen now?"

Such questions call forth responses from different individuals. This enables the leader to select the people who seem to be identifying with roles in the situation, or with the situation. Such people are ready to role-play.

When possible, select for first role-playing people who evidence impulsive or socially poor solutions so that these may be opened up and explored for their consequences. Save the positive and socially acceptable solutions for final enactments so that the entire gamut of behaviors may be exposed to the group for evaluation.

3) Preparing the Audience (as observer participants)

It is important to prepare the audience to observe purposefully. The leader may suggest to the observers that:

a) Some identify with particular roles and think through whether that would be the way they would play them;

b) They check the performance in terms of how realistic it is;

c) Observe for how different people in the enactment feel in the situation;

d) Think through the solution (or techniques) that is being demonstrated to other possible solutions.

4) The Enactment

The leader helps the role-players by asking such questions as:

"Where will this take place?" (and helps set the stage - chairs, etc.)

"What time of day is this?" (or, "Where in the story are we starting?")

"What are the various people doing?"

An enactment does not have to go to completion. The leader may stop it when the role-players have clearly demonstrated their ideas of what will happen. However, sometimes the teacher may want to allow a situation to be played out to the bitter end - so that the consequences become dramatically clear to the group.

5) Discussing and Evaluating

After an enactment, the leader must be careful not to be judgmental. He may end the enactment, thank the performers and ask the audience "What is happening?" (an open-ended question)

He may further the discussion through such questions as:

"How does _____ feel?"

"Could this really happen?"

"What will happen now?"

"Why does _____ behave the way he does?"

"Are there other ways this situation could end?"

Finally after numerous enactments, the leader may ask, "Could this happen to you or people you know?" - build a bridge to application in their own lives.

6) The Reenactment

Further enactments may represent other children's ideas of how the roles could be handled. (Different kinds of individuals in the situation.)

Or they may involve alternative solutions.

Often the children may take the situation that was presented by the first role-players and carry it forward in terms of further consequences.

Sometimes the leader may wish to keep certain players in their roles and change others (to get more effective role-playing). Occasionally he may ask a child to switch roles - to put himself in the other fellow's shoes.

7) Sharing Experiences and Generalizing

The question "Where are we now?" may precipitate some generalizing or review of the many solutions that have been explored.

"Is this a true to life situation?" may bring forth examples from their own life situations.

Quite often a role-playing session has actually been a further definition of the problem or dilemma and the players are not ready to generalize. This should not disturb the teacher. It may take a number of sessions before they accumulate the knowledge and develop the insights that lead to generalization.

ROLE-PLAYING: THE DO'S AND DON'TS

DO:

-Have a reason for role-playing.
-Have sufficient time for role-playing plus debriefing.

-Expect that the direction role-playing will take will be unpredictable and different from situational drama where all the criteria are laid down by the teacher.

-Stay with it! It's easy to lose track of what's going on and get caught up in the drama as an end in itself.

-Be organized, structured, having precise concepts, etc. in mind which role-playing may be employed to illustrate.

-Explain to the class and all involved that no one is to volunteer anyone else - if no one wants to, go on to something else.

-Have fun!

DON'T

-Use role-playing as a filler.

-"Pick" students to role-play; all is voluntary.

-Be so casual that the point or concept is lost in the introduction.

-Role-play unless you're comfortable with it!

USES:

-To present class content. (e.g. The Defense Mechanisms)

-To evaluate positions on a topic or situation.

-Problem-solving.

PRE-SERVICE MASTERY TEST

TRUE OR FALSE

_____ 1. Trust building exercises may be used to develop rapport among group members.

_____ 2. The teacher should coordinate rather than participate in experiential exercises.

_____ 3. Students should be obliged to participate during an exercise regardless of their discomfort.

_____ 4. During group discussion, teachers should remind the class that "put down" behaviors or verbalizations on other students are to be avoided.

_____ 5. The teacher should reinforce the verbalization of socially acceptable values.

_____ 6. "Values Clarification" is not a static product but is an ongoing process.

_____ 7. Role-playing is a good "filler" exercise when a class isn't moving very well.

_____ 8. The teacher should remain in a directive role once the reenactment has begun, and instruct students in their portrayals.

_____ 9. Role playing requires a great deal of hidden structure, organization and pre-planning on the part of the teacher.

_____ 10. If students are reluctant, the teacher should assign students to take roles and proceed.

_____ 11. If the role-playing procedure seems uncomfortable for either the instructor or students, it's probably a good idea to stop.

_____ 12. Role-playing is primarily a means of building trust and rapport in a classroom.

_____ 13. The values clarification methods outlined by Simons are a way of encouraging students to realize and act consistently with their own values, not a method of conveying the teacher's values.

_____ 14. In facilitating a classroom exercise, a major factor will be the teacher's own comfort, enthusiasm, and energy level.

_____ 15. The audience (observers) during a role-playing session assume a passive, non-participating role.

____ 16. Role-playing differs from situational drama in structure, preparation and format; situational drama is a more casual teacher-directed approach.

____ 17. Video-taping is an optional component of the PPT program.

SENTENCE COMPLETION

18. Beyond the adoption of the program, validating teachers will be responsible for _____

and _____

data to assist in measuring project transportability.

19. Two aspects of the program which can "make or break" it initially are _____ and _____.

20. Validating teachers may expect to do the following prior to student registration and orientation:

_____

_____

_____

_____

_____

APPENDIX G.

SKILLS CHECKLIST

TEACHER'S FORM

Date_____ Observer_____

Student_____ Circle one: Pre Post

Total Score:_____

On the basis of what you have observed of this student to date, please rate her/his performance on the following scale:

A. Work Habits - Technical Objectives (Skills)

1.	Student understands and follows rules of center.	5 4 3 2 1	Student seems unclear on procedure.
2.	Student takes initiative in approaching children.	5 4 3 2 1	Student needs "prodding" to encourage participation.
3.	Student sees where help is needed and covers that area: "floats independently of teachers' directions.	5 4 3 2 1	Student needs consistent supervision and direction by staff.
4.	Student follows staff directions easily when given.	5 4 3 2 1	Student has trouble following directions from staff.
5.	Student asks for help if necessary.	5 4 3 2 1	Student is reluctant to ask for assistance.
6.	Student follows through on task.	5 4 3 2 1	Student often deserts task before completion.
7.	Student works well with center staff.	5 4 3 2 1	Student seems out of place with center staff.
8.	Student takes precautions to insure safety at all times.	5 4 3 2 1	Student is unaware of safety precautions.

B. Developmental Objectives

9.	Student recognizes children's physical needs and attends to them.	5 4 3 2 1	Student seems unaware of physical needs of children.
10.	Student recognizes children's non-physical needs for security, reassurance, independence, etc. and is attentive to these.	5 4 3 2 1	Student seems unaware of these needs.

11.	Student states his/her expectations in short, clear statements; communications are clear and understandable to age group.	5 4 3 2 1	Student seems unclear as to how to communicate with this age group.
12.	Student demonstrates understanding of play which is stimulating and appropriate for this age group.	5 4 3 2 1	Student seems unsure of appropriate play for this age group.
13.	Student demonstrates an understanding of appropriate discipline (if applicable) for this age level.	5 4 3 2 1	Student shows no confidence in area of discipline.
14.	Student anticipates routine problems and takes steps to prevent them.	5 4 3 2 1	Student seems unaware of potential problems.
15.	Student shows ability to redirect negative behavior toward positive goals.	5 4 3 2 1	Student shows no ability to redirect negative behavior.
16.	Student is consistent in his/her expectations of children.	5 4 3 2 1	Student is inconsistent, erratic in expectations of children.
17.	Student demonstrates an ability to handle children's negative emotions (fear, anger, dependency) compassionately and constructively.	5 4 3 2 1	Student shows no ability to handle such emotions in children.
18.	Student demonstrates an ability to "read between the lines": to attend to the non-verbal message in children's communications.	5 4 3 2 1	Student shows no ability in this area.

C. Personal Objectives

19.	Student responds positively to children - smiles, listens gets down to children's level.	5 4 3 2 1	Student seems aloof, ill at ease with children.
20.	Student shows an interest and enthusiasm toward children and their interests.	5 4 3 2 1	Student seems uninterested in children and their activities.

21.	Student treats children with respect.	5 4 3 2 1	Student seems condescending with children.
22.	Student seems aware of children's individuality.	5 4 3 2 1	Student responds to all children in blanket fashion.
23.	Student shows sense of confidence, well-being in dealing with negative children.	5 4 3 2 1	Student is prone to taking children's bad behavior or comments personally.
24.	Student shows normal control of personal life and temper and doesn't deal negatively with these at center.	5 4 3 2 1	Student tends to bring personal problems to center.
25.	Student tends to spread time among many children at the center.	5 4 3 2 1	Student tends to pick favorites.
26.	Student can accept guidance and staff suggestions undefensively.	5 4 3 2 1	Student reacts defensively to staff guidance.
27.	Student demonstrates an understanding of positive reinforcers (e.g., praise, privileges, etc.) and uses these constructively.	5 4 3 2 1	Student shows no constructive use of positive reinforcement.
28.	Student uses positive, warm phrases when talking to children.	5 4 3 2 1	Student is detached, cool, in communications with children.
29.	Student hugs, cuddles, picks up or holds children with reasonable frequency.	5 4 3 2 1	Student avoids physical involvement with children.
30.	Student seems able to accept children while redirecting undesirable behavior.	5 4 3 2 1	Student communicates no ability to accept "naughty" children.

SKILLS CHECKLIST

STUDENT'S FORM

Date_____ Observer_____

Student_____ Circle one: Pre Post

Total Score_____

On the basis of what you have observed of yourself to date, please rate your performance on the following scale:

A. Work Habits - Technical Objectives (Skills)

1.	I understand and follow the rules of the center.	5 4 3 2 1	I feel unclear on the rules here.
2.	I take initiative in approaching children.	5 4 3 2 1	I need to be encouraged to participate.
3.	I see where help is needed and cover that area: I float independently of teachers' directions.	5 4 3 2 1	I need consistent supervision and staff direction.
4.	I follow staff directions easily when given.	5 4 3 2 1	I have trouble following directions from staff.
5.	I ask for help if necessary.	5 4 3 2 1	I am reluctant to ask for hel
6.	I follow through on tasks.	5 4 3 2 1	I tend to desert a task befor completion.
7.	I work easily with center staff.	5 4 3 2 1	I feel out of place with center staff.
8.	I take precautions to insure safety at all times.	5 4 3 2 1	I am unsure of adequate safet precautions.

B. Developmental Objectives

9.	I recognize children's physical needs and attend to them.	5 4 3 2 1	I am not usually aware of the physical needs of children.
10.	I recognize children's non-physical needs for security, reassurance, independence, etc. and I am attentive to these.	5 4 3 2 1	I am mostly unaware of these needs.

11. I state my expectations in short, clear statements; communications are clear and understandable to age group. 5 4 3 2 1 — I am unclear as to how to communicate with this age group.

12. I demonstrate an understanding of play which is stimulating and appropriate for this age group. 5 4 3 2 1 — I am unsure of appropriate play for this age group.

13. I demonstrate an understanding of appropriate discipline (if applicable) for this age level. 5 4 3 2 1 — I have little confidence in the area of discipline.

14. I anticipate routine problems and take steps to prevent them. 5 4 3 2 1 — I am usually unaware of potential problems.

15. I am able to redirect negative behavior toward positive goals. 5 4 3 2 1 — I am unable to redirect negative behavior.

16. I am consistent in my expectations of children. 5 4 3 2 1 — I am inconsistent in my expectations of children.

17. I demonstrate an ability to handle children's negative emotions (fear, anger, dependency) compassionately and constructively. 5 4 3 2 1 — I am unsure of how to handle such emotions in children.

18. I am able to "read between the lines": to attend to the non-verbal message in children's communications. 5 4 3 2 1 — I am unsure in this area.

C. Personal Objectives

19. I enjoy children - I smile, listen, get down to a child's level. 5 4 3 2 1 — I feel ill at ease with children.

20. I feel an interest and enthusiasm toward children and their interests. 5 4 3 2 1 — I am not particularly interested in children and their activities.

21. I treat children with respect. 5 4 3 2 1 — I feel "superior" to children.

22.	I am aware of children's individuality.	5 4 3 2 1	I respond to all children the same.
23.	When children talk or behave negatively toward me, it does not upset me.	5 4 3 2 1	I am prone to taking children's bad behavior or comments personally.
24.	I am in control of my temper and keep my personal life apart from children at the day care.	5 4 3 2 1	I tend to bring my personal problems to the center.
25.	I tend to spread my time among many children at the center.	5 4 3 2 1	I tend to have favorites: children I just can't avoid spending more time with.
26.	I can accept guidance and staff suggestions without feeling angry or "put down."	5 4 3 2 1	I often feel staff are putting me down and I feel angry.
27.	I understand positive reinforcers (e.g., praise, privileges, etc.) and use these constructively.	5 4 3 2 1	I do not know the constructive use of positive reinforcement.
28.	I use positive, warm phrases when talking to children.	5 4 3 2 1	I tend to be cool in my communications with children.
29.	I hug, cuddle, pick up or hold children often.	5 4 3 2 1	I avoid physical contact with most kids.
30.	I am able to accept children while redirecting undesirable behavior.	5 4 3 2 1	I only like "good" children.

APPENDIX H

Northwest Regional Educational Laboratory
710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone (503) 248-6800

MEMORANDUM

TO: Robin Hickox, Preparenting Training Project Director
Ray Talbert, State Title IV Specialist
State Title IV Advisory Council

FROM: Steven Nelson, Preparenting Training Project Evaluator, NWREL

SUBJECT: Summary of Validation Project Progress

DATE: February 1, 1978

On February 1, 1978, the Project Evaluator conducted a review of the Preparenting Training Project. Interviews were completed with the Project Director and a review was made of documentation of Project activities. The findings and conclusions summarized below have been presented in accordance with the questions posed in the Evaluation Plan (NWREL, September 1977).

1. Was the designated preservice training of validation personnel successful?

The success of the preservice training was assessed in four ways. First, it was felt that a preservice training program should be fully described to assure its replicability. Secondly, the preservice content should represent the discrepancy between the skills, knowledge and attitudes necessary for program implementation and the assessed capabilities of the validation site staffs. The third standard represented the assessed skills of the inservice participants at the conclusion of the training. Finally, the preservice should be perceived by participants as valuable once their projects had completed a full cycle (semester) of implementation.

Findings related to these four standards are summarized below for the first semester operation of Washington High School, White Shield and Continuing Education for Girls Programs. In addition, Sprague High School, the Teen Mother Program and Robert Farrell High School staffs in Salem received preservice training during January in preparation for program implementation during the second semester.

a. Was the preservice training program fully described?

Yes, the training program is detailed within the appendix of the draft Adopter's Guide. The one-day preservice consists of three parts: (1) simulation of classroom procedures, (2) program philosophy and (3) procedural mechanics.

However, some adaptations to the preservice outline were made during the training of new staff in January. Greater emphasis was placed upon program philosophy and procedural mechanics, since the participants were well-grounded in instructional techniques.

b. Was the preservice content based upon participant needs?

Yes, a preservice needs questionnaire was distributed to participants two weeks before the September preservice. The questionnaire assessed individuals' perceived strengths and weaknesses relative to values clarification, transactional analysis, parent effectiveness training and other affective theories and approaches to instruction. The results of the survey, which were returned by all validation site teachers, were used to design the specific focus of the preservice.

In January, participant needs were informally assessed at the outset of the preservice, since the major preservice design work had been previously accomplished in the Fall.

c. Did participants acquire the essential skills addressed by the preservice?

Yes, a mastery test of skills related to key instructional techniques, e.g., trust building exercises, and program implementation procedures were completed by each participant at the conclusion of the preservice.

Results for the four teachers attending the September preservice indicated mastery levels ranging from 75-100%. Skill deficiencies were related to role playing. The 75% mastery score resulted from a partially completed test because of time conflicts for one participant.

Results for the four teachers attending the January preservice indicated mastery levels from 80-100%. Again, the 80% mastery score resulted from a teacher's absence from the conclusion of the preservice.

Based upon the performance of the participants who attended the full preservice, mastery levels (90-100%) are considered to be acceptable by the Project Director.

d. Once the program is implemented, do validation staff perceive the preservice to be valuable?

Yes, at the conclusion of the first semester (January 1978), the validation site staffs at White Shield, Continuing Education for Girls and Washington High School were surveyed regarding their need for additional training and the relevance of the preservice program.

Survey results suggest that the preservice program was well received and apparently met their needs. One respondent, however, did suggest the inclusion of an overview of the goals and generalizations for each curriculum unit for the preservice. The Director plans to include such a summary in future preservice sessions.

2. Did the inservice activities meet the perceived needs of validation personnel?

While the content of the preservice training is primarily fixed, the design of inservice activities is more flexible. Thus, two standards are considered in evaluating the inservice activities. First, has the Project Director designed a replicable procedure for identifying inservice needs and, secondly, do inservice participants perceive these activities as being useful and sufficient?

a. Is there a replicable procedure for identifying inservice needs?

Yes, two mechanisms are used to identify the inservice needs of validation staff. First, the training needs assessment questionnaire described in response to question 1b is also used for planning inservice activities. Secondly, program monitoring procedures include provisions for identifying the perceived needs of the staff.

However, additional emphasis and clarification of these mechanisms should be encorporated into the final version of the Adopter's Guide to assure that these activities could be carried out by others in the future.

b. Did inservice participants perceive these activities to be useful and sufficient?

Yes, the followup survey of the first semester validation staff indicates that the workshop content was necessary and valuable. However, due to an ineffective workshop facilitator (consultant), teachers encouraged the use of other personnel in conducting the transactional analysis workshop. Coverage was considered to be sufficient as long as opportunities are available for individual trouble-shooting.

First semester inservices included:

November: Transactional analysis workshop conducted by a consultant from Lutheran Family Services.

January: Self-image psychology workshop utilizing video tapes from the Pacific Institute. The Director plans to adapt these tapes into a condensed version of the workshop.

3. Do the adopter's guide and curriculum materials contain adequate information for installing and operating the Preparenting Training Program?

The ultimate product of the Preparenting Training Program, as with other innovative, developmental projects, is the instructional material itself and mechanisms for guiding the installation and adoption process. During the current year, validation sites are utilizing draft versions of the Project's curriculum and Adopter's Guide. Two considerations must be made of these materials. First, on the basis of the guide and training, can validation sites

successfully install and operate the program. Responses to this question are provided under Question 4.

Secondly, are the materials clear and complete enough to facilitate the adoption process? To date, the response has been "yes", with few exceptions:

- Minor changes in wording were made in the Adopter's Guide to accommodate individuals with home economics backgrounds.
- An addition is being made to the Adopter's Guide to provide further details to teachers regarding assessing student journals.
- For purposes of validation, detail was added to the guide on teacher logs, class evaluation forms and curriculum unit evaluations.
- Further discussion of preservice and inservice training is planned.

The Adopter's Guide, on the basis of validation personnel feedback, has been found to be clear and complete. It is anticipated that little, if any, editorial revision will be necessary.

With consideration to the Program curriculum, two modifications to the units have occurred on the basis of validation site personnel feedback:

- Minor clarifications and editorial refinements have been made throughout the units.
- Because of time considerations, a consolidation has been made of the units on "decision making" and "interpretation", which now form the final unit entitled "constructive changes". The units on "roles and relationships", "the family", "people development" and "the couple" have been denoted as optional units both because of time constraints and the availability of these materials in other health and home economics curricula.

Feedback will be solicited from the validation personnel participating during the second semester. A final determination of the quality and completeness of the materials will be made at that time.

4. Did validation personnel carry out the Preparenting Training Program processes?

Again, the ultimate goal of the Project is to provide other school districts with materials which will enable them to replicate the instructional/experiential process. The Project Director and Evaluator developed a Project Criterion Checklist which identifies the key processes to be utilized by Project adopters. (See Appendix A.)

The Project Director reviews each validation site at least three times during the semester. During each visit, Project activities are reviewed and notations are made on the checklist.

At this point, it appears that validation sites have, indeed, carried out the process as planned. Three exceptions are noted. First, in-building administrative involvement at one school has been limited, although district administrators have been very supportive of the process. Secondly, the procurement and use of video tape equipment has been somewhat of a problem at all three sites. This has been primarily due to lack of access to equipment. Finally, in all three sites, the first semester program has run one to two weeks late because of staggered scheduling at one school, weather closures, and inexperience. The curriculum units have been consolidated, in some cases, to accommodate these limitations.

Overall, the validation sites have satisfactorily adopted the Project's processes. The Project Director has noted a good deal of espirit de corps among the validation site staffs, which has limited the amount of "emotional support" to be provided by the Director.

The second semester validation groups have satisfactorily progressed through the Project steps as scheduled thus far.

5. Have student participants acquired the skills/attitudes addressed by the Program?

The Preparenting Training Project has utilized two major outcome measures. First, the Tennessee Self Concept Scale is used at the outset and conclusion of each semester to detect desired improvements in self concept. Secondly, a checklist of applied Preparenting Training skills are completed by teachers, day care staff and students at the beginning, during and at the conclusion of each semester to assess desired growth in Preparenting Training skills and attitudes.

To date, results are available for the first semester validation sites. These data are summarized on the following page.

TENNESSEE SELF CONCEPT SCALE

Group	n	Pre Mean	Pre S.D.	Post Mean	Post S.D.	Dif.	t*
White Shield Home	5	287.2	30.70	317.2	20.81	30.00	Significant
Continuing Ed. for Girls	6	350.8	21.06	375.17	13.11	25.09	Significant
Washington High School	10	317.1	29.53	343.00	35.50	25.80	Significant
Total	21	319.62	35.36	346.05	34.10	26.43	Significant

*Statistically significant at or beyond the .05 level of probability.

In all cases statistically significant gains were observed in student self concept during the first semester. Outcomes were observed at the three validation sites consistent with previous results obtained from the original developmental site.

CHECKLIST

Group	n	Pre Mean	Pre S.D.	Post Mean	Post S.D.	Dif.	t*
White Shield Home	5	88.00	14.78	135.40	9.18	47.40	Significant
Continuing Ed. for Girls	6	103.00	14.00	124.83	30.10	21.83	Significant
Washington High School	10	117.90	7.67	130.10	9.00	12.20	Significant
Total	21	106.52	16.53	129.86	17.18	23.34	Significant

*Statistically significant at or beyond the .05 level of probability.

Again, in all cases, supervisors' ratings of student skill mastery increased significantly over the semester. These results are consistent with those previously observed at the developmental site.

Summary and Conclusions

The processes and results of the Preparenting Training Program Validation effort have occurred as desired. Teacher use of the method and reaction to the preservice, inservice and adopter's guide have been positive. Student outcomes are overwhelmingly favorable. The present validation effort, in my opinion, represents an exemplary model of an ideal validation of a developmental program.

SRN/tls

PRE-PARENTING TRAINING

PROJECT CRITERION CHECKLIST

PROJECT SITE:_____ REVIEWER:_____

TASKS FOR COORDINATING TEACHER	TIMELINE	REVIEW Date of Review	Status	Quality
A. Program Implementation				
1. Telephone or write agencies to explain the program and to solicit their participation.	August			
2. Visit and observe child care facilities; interview administrator and staff as to philosophy, expectations and mechanics.	August			
3. Select agencies or schools which will best model PPT philosophy; <u>contract</u> with as many agencies as necessary to afford placement sites for anticipated students.	Aug./Sept.			
4. Begin to collect orientation materials for student manuals (Rules of Child Care Centers, etc.)	Aug.-Sept.			
5. Arrange time with placement site administrator to pre-service staff re: PPT goals and expectations.	Aug.-Sept.			
6. Have child care administrator arrange student field site schedules.	September			
7. Attend pre-service session as scheduled with project office.	September			
8. Meet with school administrator(s) and with them plan the following: *Class and placement scheduling *Number of placement scheduling *Student credit	September			

(cont.)

Project Site:_____
Reviewer:_____

TASKS FOR COORDINATING TEACHER	TIMELINE	REVIEW Date of Review	Status	Quality
8. (cont.) *Student transportation *Intent and function of the program *An opportunity for administrators to better understand the course by attending and participating in in-servicing and/or student classes.	September			
9. Arrange transportation of students between school and field-sites, including: *Budget arrangements *Insurance *Interviewing driver (if necessary)	September			
B. Student Orientation				
1. Write an announcement for students explaining the course and procedures for registration; ditto and circulate announcements.	Aug.-Sept.			
2. Write and assemble orientation manuals for students using relevant materials from field-sites.	September			
3. Prepare other orientation materials, including: *Letter of course rationale for students' parents *TB Tine Test forms (necessary to work in child-care facilities) *Orientation observations #1-5 *Grading forms *Student contracts *Orientation exercises (see orientation unit, curriculum guide)	September			

Project Site:_____
Reviewer:_____

TASKS FOR COORDINATING TEACHER	TIMELINE	REVIEW Date of Review	Status	Quality
C. Staff Orientation and Training				
1. Participate in pre- and in-service training workshops as scheduled by Project Office, including: *Pre-Questionnaire * post inservice quiz	Sept./Nov. Jan./March			
2. Pre-service all available child-care staff(s) as to PPT expectations, etc. (See Adopter's Guide, Appendix E)	Sept./Jan.			
3. In-service child care staff(s) (when program continues for a second semester).	Jan.-Feb			
D. Operating the Program				
1. Begin "Orientation Unit" (see Curriculum); distribute orientation materials as indicated.	Sept./Jan.			
2. Tour students through placement sites.	Sept./Jan.			
3. Arrange placement of each student in field site.	Sept./Jan.			
4. Arrange and post schedules for all students at field sites.	Sept./Jan.			
5. Continue curriculum as indicated in Curriculum Guide.	Sept.-Jan. Jan.-June			
6. Arrange video-taping and conferencing schedules; post for students.	Oct./Feb.			
7. Pre test all students; submit data to Project Officer.	Sept./Jan.			
8. Monitor students in field sites on a regular basis.	Sept.-Jan. Jan.-June			

(cont.)

TASKS FOR COORDINATING TEACHER	TIMELINE	REVIEW Date of Review	Status	Quality
D. (cont.)				
9. Be available for child care personnel for consultation re: progress, problems, etc.	Sept.-Jan. Jan.-June			
10. When possible, be available to work with students at field site to assist child care staff in modeling appropriate skills with children.	Sept.-Jan. Jan.-June			
11. Oversee video-taping or personally video-tape each student twice per term.	Sept.-Jan. Jan.-June			
12. Schedule a conference twice per term to discuss video-tape and progress on individual objectives.	Sept.-Jan. Jan.-June			
13. Post-test all students; submit data to Project Office.	Nov./March			
14. Rotate all field-site placements *Post new schedules *Tour students *Administer second set of orientation observations	Nov.;March			
15. Teach PPT curriculum for second 9 weeks as indicated in "Curriculum Volume II".	Jan./March			
16. Maintain contact with Project Office re: meetings, workshops, gathering evaluation data, etc.	Sept.-June			

APPENDIX I

SAMPLE
18 WEEK SCHEDULE OF CLASSES

WEEK 1				
ORIENT. CLASS 1	M	ORIENT. CLASS 2	M	ORIENT. CLASS 3
WEEK 3				
DISC. CLASS 1	U	DISC. CLASS 2	U	DISC. CLASS 3
WEEK 5				
FEELINGS CLASS 2	C	FEEL-INGS CLASS 3	C	FEEL-INGS CLASS 4
WEEK 7				
NEEDS CLASS 3	I	*	I	SELF-CONCEPT CLASS 1
WEEK 9				
SELF-CONCEPT CLASS 5	T	SELF-CONCEPT **	T	SELF-DISCLOSE CLASS 1
WEEK 11				
SELF-DISCLOSE. CLASS 5	C	ACCEPT. CLASS 1	C	ACCEPT. CLASS 2
WEEK 13				
COMMUNI-CATION CLASS 1	A	COMMUNI-CATION CLASS 2	A	COMMUNI-CATION CLASS 3
WEEK 15				
COMMUNI CATION CLASS 7	R	COMMUNI-CATION CLASS 8	R	VALUES CLASS 1
WEEK 17				
*	P	CONST. CHANGES CLASS 1	P	CONST. CHANGES CLASS 2

WEEK 2				
PLAY CLASS 1	M	PLAY CLASS 2	M	*
WEEK 4				
DISC. CLASS 4	U	DISC. CLASS 5	U	FEEL-INGS CLASS 1
WEEK 6				
FEELINGS CLASS 5	C	NEEDS CLASS 1	C	NEEDS CLASS 2
WEEK 8				
SELF-CONCEPT CLASS 2	I	SELF-CONCEPT CLASS 3	I	SELF-CONCEPT CLASS 4
WEEK 10				
SELF-DISCLOSE. CLASS 2	T	SELF-DISCLOSE CLASS 3	T	SELF-DISCLOSE. CLASS 4
WEEK 12				
ACCEPT. CLASS 3	C	ACCEPT. CLASS 4	C	ACCEPT. CLASS 5
WEEK 14				
COMMUNI-CATION CLASS 4	A	COMMUNI-CATION CLASS 5	A	COMMUNI-CATION CLASS 6
WEEK 16				
VALUES CLASS 2	R	VALUES CLASS 3	R	VALUES CLASS 4
WEEK 18				
CONST. CHANGES CLASS 3	P	CONST. CHANGES CLASS 4	P	*

*3-4 classes have been left unstructured to allow for individual pacing of curriculum.
**If extra class is needed.

Preventive programs, particularly those dealing with mental and/or emotional health, still fight an uphill battle. Pre-Parenting Training was first conceived by a handful of people who, working together under the supportive umbrella of Albertina Kerr Homes, felt that such a program was worth the battle. For four years the PPT office was donated by Albertina Kerr, to whom we extend special thanks.

The following individuals donated their time, energy and philosophical support to the program by participation on the PPT Advisory Committee. We hope that the resultant curriculum serves to thank them for their efforts.

Ms. Katherine Weighter, Former Principal, Wynne Watts School
Mr. Fred Hutchison, Director, Albertina Kerr Center For Children
Mr. Guy Hancock, Planning Director, Albertina Kerr Center For Children
Mrs. Marilyn Avolio, Director, Albertina Kerr Day Care Center
Mr. Herb Hanson, Director of Professional Services, Albertina Kerr Center For Children
Dr. Constance Hanf, Professor of Medical Psychology
Ms. Judy Hylton, Liaison Educator, Child Development and Rehabilitation Center, University of Oregon Medical School
Dr. James Baker, Pediatrician
Dr. Michael Noonan, Pediatrician
Dr. Richard Lazere, Psychologist

--Robin Hickox
Project Director